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ABSTRACT

This document contains the texts of papers presented at a forum designed to make educators and Department of Education officials aware of the special educational needs of prisoners and of the problems involved in providing adequate educational services to clients of the criminal justice systems. Included among those providing input at the conference were representatives of the following agencies and organizations: the U.S. Department of Education, the Court of Appeals, the U.S. Department of Justice, the American Correctional Association, the Commission on Accreditation for Corrections, the Correctional Education Association, the U.S. Bureau of Prisons, the Maryland Department of Public Safety and Correctional Services, and Pace Institute. Focus of these remarks is on the role of various agencies in correctional education, the special educational needs of prisoners, the funding needs of correctional education, accrediting and developing standards of correctional education, and various existing correctional education programs. Appended to the proceedings are biographical sketches of the speakers, goals and objectives of the corrections program, and a list of corrections program staff. (MN)

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EDUCATION: A WEAPON AGAINST CRIME
"A FORUM ON PRISONER EDUCATION"

SUMMARY PROCEEDINGS

Sponsored By
Corrections Program
U.S. Department of Education

March 26, 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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FOREWORD

The need for a focal point for correctional education within the Department of Education has long been stressed by the field of corrections. It was a recurring theme in the testimonies presented at the National Hearings on Vocational Education in Corrections, sponsored by the National Advisory Council on Vocational Education in 1979-1980. On December 1, 1980 the Corrections Program was established and placed within the Office of Vocational and Adult Education to coordinate the many educational programs which are or could be utilized for the education of inmates in our prison system. The National Institute of Corrections is currently providing senior level staffing through a cooperative grant as their commitment to the new corrections initiative within the Department of Education.

Educators in general, and those serving in the Department of Education are no exception, are little aware of the special and pressing needs of offenders and of the serious problems involved in providing adequate educational services to clients of the criminal justice system. Thus, one of the first tasks facing the newly established Corrections Program was to increase the levels of understanding and awareness within the Department itself. A Forum on Prisoner Education was designed with that purpose in mind and was held on March 26, 1981 before a packed audience.

Like the Corrections Program itself, the Forum and the "Proceedings" are the result of a great deal of cooperation between agencies and generous support and assistance on the part of many individuals. I would like to express my gratitude to all who assisted and in particular to: the speakers who took time from their busy schedules to share their expertise and concern with the Department of Education staff; to Allen Breed and Robert Smith of the National Institute of Corrections for their constant support and encouragement; to Stephen Steurer and the Maryland Department of Education, Correctional Education Branch for making it possible to get this publication printed; to the inmates at the Maryland Correctional Institution for the actual printing; to the Correctional Education Association, Region II for supplying the paper; to the national Correctional Education Association for supplying the postage; to Curt Walters and the staff in the Graphics Production Branch in the Department of Education for taking pictures and designing the cover; Dick Carlson, Lynn Bayer, Margaret Johnson for their tireless efforts in planning and preparing the Forum; to Bernard O'Hayre for the lay-out and editing of the "Proceedings:" and to Linda Mayo and Dorothy Butts for their tireless transcription of tapes and typing of final copy.

The Forum resulted in a great deal of support for correctional education within the Department and offers of assistance from a number of program areas and individuals. We would therefore like to share these Proceedings with a larger audience in the hope that it will bring encouragement and support to those who labor in the institutional classrooms and shops and who in the long run are the ones who really make the difference.

Osa D. Coffey
Project Director
Corrections Program
U.S. Department of Education
May, 1981

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PART I

OPENING REMARKS

"We must make sure that incarceration is a sentence to temporary loss of freedom; not a sentence to lifelong ignorance, unemployment, poverty, and crime."

T. H. BELL

WELCOME

Richard Carlson
Director, Office of Special Programs
U. S. Department of Education

It is a distinct privilege and pleasure to open this Forum on Prisoner Education.

The Department's involvement in correctional education is a new phenomenon. Until recently there was no focal point or legitimate unit to deal with the well articulated needs of the correctional education field.

The effort to establish a "corrections desk" was precipitated by many forces -- Congress, The Correctional Education Association, The American Correctional Association, The National Institute of Corrections, The National Institute of Education, The National Advisory Council of both Vocational and Adult Education, and many others.

Involvement in correctional education by the Department seems very natural in that many of the legislative Acts the Department administers authorize programs for the incarcerated. Programs like the Vocational Education Act, the Adult Education Act, the Elementary and Secondary Act, Title I and others are tailored to meet inmate educational needs.

On December 3, 1980, the Department of Education officially formed a Corrections Program in the Office of Special Programs, located within the Office of Vocational and Adult Education.

The Program was given the mandate to coordinate authorized services within the Department for correctional education; to provide national leadership through technical assistance and information dissemination to the field of corrections; and, to provide a resource within the Department to assist States to promote change in inmates through education, enhancing their chances of obtaining jobs upon release and becoming productive members of society.

The Corrections Program functions at the discretion of the Secretary. Its emphasis is not handing out money but providing services.

The Corrections Program owes a great debt of gratitude to the National Institute of Corrections and its Director, Allen Breed, for the very real help they provided to the Corrections Program in terms of staff and resources.

Today's Forum is the first of our efforts to inform, to share and to establish dialogue within the Education Department.

COMMITMENT

T. H. Bell
Secretary
U. S. Department of Education

This opportunity to speak with you for a few moments today is indeed a pleasure for me. The topic that we have gathered here to discuss concerns a group whose public image is at a low tide in our society. The drastic increase in crime in recent decades seems to have made the subject of educating prisoners an issue of low priority on the list of many people. Many reasons have been cited for the increase in crime -- frequently in the form of laying blame. The blame falls broadly on poverty, racism, unemployment, disintegration of the family, decline in religion and moral values, and, more specifically, on both the criminal justice system and the public school system.

I am not here today to linger on the failures of either individuals or society. I am here to make a commitment on behalf of this Department to lend our efforts in doing something about this problem, a problem which costs society billions of dollars and involves enormous human waste and suffering.

These people are criminals, they have broken the law, they have victimized others. You may ask why we have chosen to help people who have chosen to break the rules of society.

I believe that there are some very excellent reasons for providing more and better education for offenders:

First, as an educator, I believe that education is neither a frill nor a privilege reserved for the few or the truly deserving. We must ensure that those who wish to improve their education and prepare for a life of honest work have the opportunity to do so. Education must not stop at the prison gates; for some, that may even be where it can begin. We must build on the assumption that not even in prison have we exhausted the resources that might work, that might make a change.

But, there is another reason as well. Our society can ill afford not to provide education and training to inmates in our prisons. As Chief Justice Warren Burger pointed out in his recent address to the American Bar Association:

"WE MUST ACCEPT THE REALITY THAT TO CONFINE OFFENDERS BEHIND WALLS WITHOUT TRYING TO CHANGE THEM IS AN EXPENSIVE FOLLY WITH SHORT TERM BENEFITS --- A WINNING OF BATTLES WHILE LOSING THE WAR."

The criminal justice system places a heavy burden on the American taxpayer. The average cost for keeping one adult offender in prison for one year is about $13,000. And add to that court costs, welfare payments, and a host of other costs which are commonly associated with incarceration for crime. However, with the tools for survival -- basic reading, writing, arithmetic and a marketable job skill -- a released inmate's chances of not returning to crime are considerably increased.

We must make sure that incarceration is a sentence to temporary loss of freedom; not a sentence to lifelong ignorance, unemployment, poverty, and crime. Correctional education can be the way out; we must give it our support.

Correctional educators labor under extraordinarily difficult circumstances. Not only do they work in a grim environment, often with poor equipment and few resources, but they also deal with people who have poor motivation and a record of failure.

Can we as a Department help? I want to make it clear that I am not asking for special privileges or extra services for offenders. I do feel, however, that we might need to remind ourselves that the men and women who serve time in correctional institutions are still among those we are mandated to serve.

In this period of dwindling resources, we must still make sure that certain legitimate needs are not ignored because those who have the needs are people that society tends to fear or ignore.

Furthermore, we must not look at resources as money alone. The Department of Education has a wealth of people with technical expertise, knowledge, experience and range of information and materials. In close cooperation with the new Corrections Program, we can render a great deal of technical assistance to the field of corrections by using those resources to assist in upgrading and making more effective the education of our nation's offenders.

to the field of corrections, by using those resources to assist in upgrading and making more effective the education of our nation's offenders.

In conclusion, I would like to address a few special words to Allen Breed. Under your directorship, the National Institute of Corrections has made its commitment to us by providing, through a special grant, the leadership and support we need to develop an effective Corrections Program in the Department of Education.

And I want to assure you, Mr. Breed, and all of you here, that we have a commitment in turn to give the new Corrections Program our full support and cooperation.

As the Secretary of Education, I intend to do that, and I want to announce that to all of you publicly as I conclude my remarks.

RESPONSE

Claiborne Pell
U. S. Senator
Rhode Island

I thought I would bring you a bulletin as to the mood of the country. Yesterday, we had a Democratic caucus and we were able to squeeze out a little bit of money for vocational education. I am afraid we could not raise a nickel for adult education. I think we should bear in mind the mood of the Congress in Washington, although I am not sure that it reflects the whole country. We are in for a very tight period. I am particularly grateful to Dr. Bell for his remarks. We worked together in the past, and I have the most profound respect for him. Education is indeed lucky to have him as the Secretary, no matter what his mission may be. Judge Bazelon is here, and I want to pay my respects to him.

I am very pleased to be with you. It was only ten months ago that some prominent correctional educators around our nation met in my Senate Office to start some of these thoughts and move ahead with some of these ideas. The establishment of this program represents a commitment to correctional education on the part of Secretary Hufstedler and renewed by Secretary Bell. I am delighted that it has been carried on in a bipartisan way because the problems we face are not unique to either Democrats or Republicans, to one administration or another. I want to pay tribute to those individuals who played a particularly important role; Allen Breed, the Director of the National Institute of Corrections; Tony Travisono, the Executive Director of the American Correctional Institution, and David Evans, on my staff. All have worked very hard on this project.

We have achieved our first goal -- to have a Corrections Program. We now move to realizing the second goal -- to spread the knowledge of corrections education within the Department of Education and among all the agencies in the Federal Government.

There are numerous programs, particularly in education, that can provide assistance to corrections education. The problem is to coordinate them and bring them together, not only at the Federal level, but also at the state and local levels.

I am hopeful that we will see the time and the efforts of this program augmented by enactment of the Federal Corrections Education Act which I introduced in the last Congress, and intend to introduce again. I am sure as time moves on that it will receive support.

In the meantime, it is important to remember that the problems and issues of correctional education are heard in the Congress. In this regard, I am very happy to say that Senator Stafford, the Chairman of the Education Sub-Committee, has given us an assurance that there will be a panel on correctional education when we hold hearings on the Vocational Education Reauthorization. So there will be an opportunity to make our voices heard in this regard. This panel will be headed by Reverend Erwin, a member of the National Advisory Council on Vocational Education. He has played a key role, not just in the establishment of the Corrections Program but more importantly, in giving public attention to the issues

of correctional education through the hearings he conducted for the National Advisory Council on Vocational Education. I look forward very much to hearing the Reverend Mr. Erwin and his colleagues to see what they can advise us and how they can help us.

We all know what the problems are -- you know much better than I do -- but I am awestruck that in my own State of Rhode Island the main vocational education program available to our prisoners is the making of license plates. The only place where license plates are made is in the prison system. I think we have a job to do in providing inmates with more useful knowledge and skills, particularly the basics, reading, writing and arithmetic. As you know, the skilled, highly educated con-artist who is the subject of many novels and books is a very rare prison inmate. The average prison inmate is a vastly undereducated, understimulated individual. And, as you also know, it costs so much more to send a young person to the correctional institutions than it does to send a person to Harvard, Yale, Stanford, or the most expensive private institution. It is just good economics to do what we can to ensure that our rate of recidivism is reduced and that our young men and women do not return to jail.

Our jails and prisons are getting more and more crowded. We have the unpleasant reputation that, of the whole free world except for the Union of South Africa (which is a scant comfort), we have the highest percentage of people behind bars at this time. That is not a very good distinction. I think the work that you are doing can change this phenomenon for the better.

COMMENTS

David L. Bazelon
Senior Circuit Judge
U. S. Court of Appeals

I have had some experience with the school system when President Kennedy, through his science advisor, called me to ask if I would serve as Chairman of the Citizens' Committee on Education. This Committee would have the ultimate responsibility for implementing a model school program for a targeted area in Washington, D.C. He said they wanted somebody tough, "somebody who won't buckle under." Well, I went into this thing and, I must say, I buckled under. It was really rough. Everything we tried to do we had to go through the bureaucracy of the Board of Education. People in the system felt threatened by the action we had taken to modify the tenure system so we could get people in. At every twist and turn we had nothing but trouble. The goals that were projected for the role of the personnel were never really settled, primarily because well meaning people within the system felt threatened and resisted redefining their own roles. In the early days of the project, the major innovation that everyone could agree on was to keep problem students an extra two hours after school for more of the same teaching that made them failures in the first place. I finally gave up and left the committee, but I have mixed feelings about that decision.

As judges who constantly deal with the sorry failures of the existing school system, we have a special obligation to make our voices heard when there is a chance for change. Although schools are plagued by bureaucracy, by lack of resources, and by incompetence, still only the schools have a real chance of teaching the millions of deprived children who pass through the system each year unmotivated or singled out for the wrong reasons. We turn them out into our city streets without education but with an ill disguised contempt for the social institutions that they know best.

In the law we have the "last clear chance doctrine." It means the last clear chance for avoiding an accident or an injury. In other words, if someone is negligent but you have a last clear chance to avoid a collision or an accident, then you are responsible even if the other person is originally negligent. I refer to the education system as my idea of the last clear chance doctrine for children. But this very important chance has been lost, as far as I know, because the educational system hasn't assumed any responsibilities for behavior and problems with juvenile delinquency.

When a community has a problem with its children, the obvious place to turn is the school. Ideally, a society dedicated to the eradication of crime, addiction, and misery among its children will ensure adequate prenatal care, adequate housing, nutrition, and health care in the early years. But we have not yet made this commitment to our children. So in a real sense, the school is our last hope, our last chance to save the youths who have already shown themselves to be heading to the juvenile courts. Almost every juvenile court client has a poor school record -- truancy, poor grades, misbehavior with teachers and classmates. What is the school's response? Usually to single him out for the wrong kind of attention --bad marks, reprimands, petty scolding and humiliation. Later comes the special adjustment classes, the twilight schools, suspensions, expulsions and finally, referral to the juvenile courts. The child's miserable record follows him from teacher to teacher and becomes his own self-fulfilling prophecy.

The school has a money problem, of course, just like the juvenile courts and every other public institution in our society. And, like the courts, the schools we know probably couldn't do the job even with ten times the money they now have available, because today's schools are staffed and structured for a limited mission, and their vitality is set by the demands of oppressive bureaucracies. Somehow, somewhere, we are going to have to provide an ombudsman for children.

Ten years I served as Chairman on the Joint Commission on Mental Health for Children. The Commission members from all over the country were experts. They all agreed that children need an advocate. The disagreements came when we tried to decide who shall take over the role. The schools, the community mental health centers, the welfare departments, and every other professional group wanted to assume this role of advocate. The Commission compromised by urging the creation of a new institution, a Child Advocacy Council, elected for every community and composed of representatives from the existing agencies concerned with children. But, I ask you: What institution, new or old, could possibly reach more children than the school?

Before Johnny can read he needs a hot meal, a place to nap, a coat, shoes, and maybe glasses. He may need medical or psychiatric attention, and the parents who bring him up and bring him to school very often need help themselves. For the older teenage child there must be peer group counseling, maybe even a place to stay at night if the parents get into a fight or are afflicted with narcotics. We have to abandon the old referral game schools have become so adept at: referring hungry children to food stamp stations; sick children to public health clinics; children who need glasses or hearing aides to the welfare agency; emotionally disturbed children to the community mental health center; and, failing children to a remedial reading center. They never get there! If these services remain fragmented and scattered all over the city, they will never reach the children who really need them. The school will have to learn how to work out disputes between the teachers and pupils without turning the troublemakers over to other agencies. They must, above all, not let go of the youngster. No matter how irritating and upsetting he is, he must not be lost to the streets.

In conclusion, I would like to read you a short piece by an anonymous teacher:

> "I have taught in high school for ten years. During that time I have given assignments to, among others, a murderer, an evangelist, a pugilist, a thief and an imbecile. The murderer was a quiet boy who sat on the front seat and regarded me with pale blue eyes. The evangelist, easily the most popular boy in the school, had the lead in the junior play. The pugilist lounged by the window and let loose at intervals a raucous laugh that startled even the geraniums. The thief was a gay-hearted lothario with a song on his lips; the imbecile, a soft-eyed little animal seeking the shadows. The murderer awaits death in the state penitentiary. The evangelist has lain a year now in the village church yard. The pugilist lost an eye in a brawl in Hong Kong. The thief, by standing on tiptoe, can see the windows of my room from the county jail. And a once gentle-eyed moron beats his head against the padded wall in the state asylum. All these pupils once sat in my room and looked at me gravely across the brown desk. I must have been a great help to these pupils; I taught them the rhyming scheme of an Elizabethan sonnet and how to diagram a complex sentence."

PART II

THE FORUM

"I feel the capacity to care is the thing which gives life its deepest significance."

Pablo Casals

INTRODUCTION

Osa Coffey
Project Director
Corrections Program

The Department of Education Corrections Program has only existed for a few months. During the early and sometimes difficult days of this program, I have been encouraged by the spirit of welcome, support, and cooperation inside this Department and the downright enthusiastic and almost frightening spirit of great expectancy from the field of corrections.

However, I have also noticed that criminal justice in general and corrections in particular are to many people in the Department an almost unknown territory. I know that crime and punishment are things we would rather not be reminded of; yet, the fact remains that prison life is the harsh reality for more than half a million men and women on any given day. Their need for more and better education and training is a most pressing one.

This Forum has been arranged to give us all a better understanding of criminal justice, corrections, and correctional education. Today it is my privilege to introduce some distinguished speakers who represent the best and the brightest in the field of criminal justice, people who have not only knowledge and experience, but also a true commitment to upgrading our correctional institutions and make them places where educational and other programs might have a fair chance to create meaningful change in the lives of many.

In knowledge lies power. It is my belief that in knowing more about corrections, we as educators and educational specialists will be able to better serve a group of people who have tremendous educational needs.

CHARGE

Allen F. Breed
Director, National Institute of Corrections
U. S. Department of Justice

I have just a few remarks this morning. My background is some 30 years of state corrections, mostly in the management of institutions. Institution managers generally will tell you that their most difficult responsibility is in some way to involve inmates in constructive kinds of activities. It does not make any difference whether their philosophy is one of rehabilitation or treatment or just maintaining control; all managers will tell you that educational programs are healthy, they are humane, and they are sensible, but few exist. I can remember many years ago when the Federal government began to move aggressively into the educational area with mammoth amounts of resources which had never before existed. There was great hope in the hearts of correctional administrators that some of those resources were going to come to the correctional institutions. But, unfortunately, with some exceptions in the juvenile field, those hopes were never realized. There was little or no support or interest at the State level. The educational fraternity had many areas in which any new resources could be placed, and there was no constituency speaking out for corrections. Furthermore, there was no mandate from Washington to the state educational centers that corrections should be an integral part in terms of dividing up of the resources.

I am not here this morning to sell you education as the panacea to the problems of crime in America, because it just isn't. On the other hand, there are experts here today who can tell you about the many fine programs that come out of the educational curriculums. But in an era in which researchers from the academic area have been telling us that nothing works, it is interesting to note that the one element in any kind of training or treatment that stands up on the basis of empirical data, over and over again, as being an element that changes people, is the educational programs.

I am not here this morning to sell you on the principal that for some reason inmates of correctional institutions deserve more than others, that because they have been bad people, or because they have done bad things and we want them to change, they deserve something more than the average citizen receives. They don't deserve anything more: and if left to the general public, I'm sure they would get a great deal less than they are getting now. But as citizens, they are entitled to get what every other citizen gets. My concern, and I hope it is yours, is that they are not getting what other citizens have the opportunities to get.

I am here this morning to sell you on the principle that the Department of Education has a major advocacy role in corrections, to see to it that inmates receive that which they are entitled to receive, but which they are currently not getting.

We all recognize the fact that the Federal role in many crucial areas of human services appears to be a diminishing one as far as financial or fiscal resources are concerned. Perhaps that very loss of huge amounts of money requires an even larger and more important role of leadership in setting forth policies and

procedures for state and local governments. Government at all levels beneath the Federal level respond to our dictates if there is a leverage of large amounts of money. It is a great deal like having a rich uncle. You appreciate the things he does for you, but you resent him because of the things he requires of you.

We at the National Institute of Corrections have been able to influence those at the State and local levels just on the basis of philosophy, principles, and a commitment. I would like to suggest to you this morning that if you could be committed to the principle that inmates deserve access to the opportunities that other citizens have, there would be no end to what we could accomplish. Specifically, I would hope that a desk, or better yet an office, would be continued in the Department of Education coordinating correctional activities and services. I would suggest that the corrections office be at a much higher level since the need is not only in vocational education but in remedial areas of all kinds, particularly the academic area. Secondly, I would hope that you will review all of your regulations to be sure that there is nothing in them that prohibits resources and services going to inmates. If there is, then I would suggest that you advocate for legislative change, and that you direct the states, where you have the authority to do so, to include corrections as eligible recipients of your funds.

President Reagan and Attorney General Smith have as their top priority the dealing with violent offenders. I am not quite sure how they are going to do that. I am not quite sure what the Federal role in that might be, but one thing I promise you is that violent offenders by definition will end up in corrections. As these increased numbers come to us, it seems to me that we have the responsibility to see that they have opportunities to change themselves should they desire to become law abiding citizens.

So to you educators, you have a responsibility -- and hopefully a commitment -- to ensure that through your leadership, your resources, your hopes for the future, the kinds of opportunities are provided to inmates in correctional institutions that will allow them to change themselves. This has not been the case in the past. I look forward to working with you collaboratively in seeing that it happens in the future.

PART III

THE PANEL

"Give me a fish and I eat for a day. Teach me to fish and I eat for lifetime."

Anonymous

Anthony P. Travisono
Executive Director
American Correctional Association

The American Correctional Association plays an important role - that of exerting a positive influence on shaping national correctional policies and promoting the professions of persons working in all aspects of corrections. We do not have a national policy on what should be done in correctional education, but together, perhaps, we can develop one.

It is encouraging for me to see the National Institute of Corrections, with a budget of eleven million dollars, supporting a correctional education desk in the Department of Education, which has a budget of many billions of dollars. One of the goals of our Association was to advocate for the establishment of such a program, and we are very happy that it is now becoming a reality.

The Association represents categories of professional interests ranging from administration, the courts, standards and accreditation, community programs, volunteer and service organizations, and many more. I will briefly discuss a few of our approaches and concerns.

Corrections is at the bottom of everyone's priority list in the United States. This fact has made it very difficult over the past several years to professionalize corrections. However, we have made major studies in promoting professionalism, and as a result, most of the directors of corrections in the country today have received training in the fields of criminal justice, social work, psychology, anthropology and human services. They bring a wide range of expertise to their difficult and taxing job.

The courts are a positive force to corrections. They are going to see that we do what is right. We, of course, welcome the courts because, being at the bottom of the pecking order, we do not get resources very easily, but the courts can see to it that the resources are mandated to us.

Standards and accreditation are concepts which our association has been involved in over the past decade. Staffs are now taking part in decision making at most levels. Unions are becoming more involved in corrections, both for employees and for inmates - collective bargaining, affirmative action, inmates rights, and even the concept of democracy are beginning to evolve in the institution.

Overcrowded prisons and jails are major concerns. Although most of us are ashamed of our incarceration rate in this country as compared to the rest of the free world, we are not translating this message into positive action. Each day that goes by we see more inmates in our system. There are well over 315,000 men and women in our state systems. There are about 185,000 in our jails, and more than a million pass through the jail system every year.

Community corrections would relieve the overcrowded conditions of the correctional system. I believe that we should allow people to be in the least restrictive environment they are capable of handling. Violent people should be removed from society, and our system is able and willing to take care of the violent people. But, we should not place the responsibility on the institution to take care

of those who should not be there. The institutions are already overcrowded, and that leads to and aggravates violence within the institution. Besides, it is more cost effective to have community corrections.

My favorite line is that institutions should not be used to care for people who should not be there because the cost is so high. At this presentation, that is, right now in this country, we are spending about five billion dollars constructing new buildings for correctional institutions. Added to that is the price tag for care of inmates - the cost of care is four to five billion dollars. Where does the money come from? A very large part comes directly out of our communities. Of course, taxpayers ultimately pay it all. And, the cost of corrections is not likely to decrease; on the contrary, given our philosophy of institutionalization in this country, I do not see good days ahead. People do not want violent people on the streets. People do not want community corrections in their neighborhoods. People do want tax cuts. I would like to say to you as advocates for corrections through education that with every cutback in a social program, those of us in corrections see an increase in our caseload. If we take money away from programs that are preventive in nature and put it into programs that are security oriented, then the size and the cost of our institutions will continue to increase.

Education is so important, and we welcome the opportunity to work with you in developing the Corrections Education Program. Together, we can bring about a greater sensitivity and awareness concerning the needs of corrections.

Robert H. Fosen
Executive Director
Commission on Accreditation for Corrections

The Commission on Accreditation for Corrections is a small non-profit organization with a huge job-- to assist other agencies, like the National Institute of Corrections and the American Correctional Association, in upgrading corrections nationally. We have been working together for about seven years. We came about because of the American Correctional Association's commitment to the field, to the public and to the offenders who are under our care. The commission has 600 agencies under contract in 40 states. Twenty-three adult departments of corrections are joined in the effort to implement standards and to do better jobs for all concerned. Like your efforts in accreditation of universities and schools, we have standards that we are going to upgrade and apply continuously.

I would like to give you seven good reasons why we should have standards and what those standards mean to us, to you, and to the field of corrections:

One: Standards state requirements for policies and procedures that safeguard the life, health, and safety of all persons in confinement or under supervision in the community. To illustrate, there are standards on the use of physical force, the prevention of fire, and the provision of medical services.

Two: Standards embody the modern and professional philosophy of corrections, -- protection of the public and assistance to the offender under conditions that are humane, helpful, and consistent with constitutional requirements. Of our nearly 500 standards for adult prisons, provision is made clear to protect inmates from personal abuse and corporal punishment; to see that they are not subjected to discrimination based on race, religion, nationality, sex, or political belief; and, to ensure their right to communicate or correspond with persons or organizations, subject only to limitations of security and good order.

Three: Standards provide the basis for measurement of performance of corrections agencies and their accountability to the public. A key principle of the commission is that it has been and will continue to be necessary for the field of corrections to articulate and adhere to the highest professional standards which are viewed as required levels of performance in the public interest.

Four: Standards provide the basis for improved communication within and between agencies, directed especially at such issues as facilities construction, program planning, training, budgeting for the future, strengthening programs for maximum cost effective impact, and achieving the objectives of the field. Again, to illustrate, standards for education in vocational training require certified programs for inmates that extend through the high school level; the availability of such programs to all inmates; appropriate counseling so that inmates are placed in programs most suited to their needs and abilities; a licensing of supervisors and instructors by the state or jurisdiction in which the institution is located; and, the integration of vocational and academic programs relevant to the needs of inmates and to the employment opportunities within the community.

Five: Standards are a management tool for administrators who seek professional performance in the face of overcrowded facilities and inadequate financial support. Again, to illustrate, standards require that all inmates be provided with constructive programs. These following are required for accreditation: reception and orientation; evaluation and classification; academic education equivalent to high school; vocational training; employment; religious services; social services and counseling; psychological and psychiatric services; library services; medical and dental health care; athletic, recreational and leisure time activities; inmate involvement with community groups; mail and visiting; access to media, legal materials, attorneys and the courts, volunteer services, and pre-release orientation and planning.

Six: Standards for the field of corrections are a long awaited line of defense against expensive and time consuming lawsuits directed at the conditions of confinement in prisons and jails. In nearly half of our states today, departments of corrections are under court order to improve the conditions of confinement. While adherence to standards is not a guarantee against litigation, it is none the less, a positive and active approach to the avoidance of such litigation. At the present time, over a dozen court orders directed at conditions of confinement around the country specify adherence to the standards and the achievement of accreditation.

Seven: In corrections, people are our most important resources in carrying out the mission of correction. Compliance with standards identifies and rewards professional performance, builds morale, and makes a difficult job a little bit easier.

In conclusion, let me say that standards and accreditation are management tools only. They will help us, in the face of an ever increasing population and fewer and fewer dollars to cope with these pressures. Accreditation is no magic potion. It will not convert dangerous, overcrowded and, fiscally starved prisons into mansions of merry men and women. It will help, though, to bring corrections facilities and programs to a level of professionalism that will earn the respect of the American public.

Stephen Steurer
Director, Region II
Correctional Education Association

On behalf of the Correctional Education Association, I would like to thank Osa Coffey, Richard Carlson, Allen Breed, Anthony Travisono, and all of the others on the agenda for their efforts in recent years.

The Correctional Education Association is a group of educators who work in correctional settings. There are over 2000 members in this country and Canada. We perform many kinds of duties. Some of us teach in adult, others in juvenile facilities. We include vocational and academic teachers, librarians, reading specialists, special education teachers, and career education teachers. Whatever our major area of professional preparation, we are all involved in one way or another with literacy training, job preparation, career counseling and student self-image and attitudes. We can be found in many different settings ranging from large high school programs in gigantic institutions, to the "one room school-houses" in rural settings. Some work for independent school districts devoted to correctional education, such as the Rehabilitative School Authority in Virginia and the Windham School District in Texas. Others work for the state departments of education charged with servicing correctional institutions, such as we have in the State of Maryland. Many more of us work directly for the departments of corrections, county governments, public school systems and private organizations such as John Erwin's Pace Institute.

I will briefly tell you about some of the services offered by correctional educators using what we have in Maryland as an example. There are about 100 full-time educational staff: 80 teachers, six librarians, seven educational supervisors at the major sites, and seven central office and clerical support staff. Program offerings range from kindergarten through college, vocational and academic, library and apprenticeship. The content includes job preparation, basic literacy skills, career education, high school equivalency, auto mechanics, masonry to name but a few. The programs are located in six major institutions and several work and pre-release centers. Special projects are underway in competency-based education and special education under the requirements in P.L. 94-142. Our funding comes primarily from State sources, with large amounts from Federal Programs such as Title I, Neglected and Delinquent, Vocational Education and Adult Education Acts. Our teachers and supervisors are certified by the Maryland State Department of Education under the same guidelines which apply to our public school counterparts.

Inmate students are generally under-educated, having completed less than nine years of formal education. They are performing at about the sixth grade level in reading and math. Nine out of ten have no job history or salable skills. Drug abuse and alcohol involvement are very common problems.

There are approximately 8000 inmates in the Maryland State system. Figures show that there is an aggregate academic growth of approximately two months for one month of instruction. Over 400 inmates received high school equivalency diplomas last year. About 400 men and women are involved in the six college programs -- 68 received college diplomas last year. Presently, there are 100 men and women in apprenticeship programs with about 90 percent of them receiving jobs upon release.

Chief Justice Warren Burger in an address to the American Bar Association last February said: "Make all vocational and educational programs mandatory with credit against the sentence for educational progress -- literally a program to learn the way out of prison, so that no prisoner leaves without at least being able to read, write and do basic arithmetic." My final thought is a personal one, it does not represent the position of the Correctional Education Association, but I feel very strongly about it. It seems to me that if we can take away the rights and freedom of men and women for wrongs committed against society, we should have the right to impose the duty of learning, at least for some minimum period of time. Many inmates would do well and would voluntarily continue in the programs. Mandatory education in corrections is an idea whose time has come.

Sylvia McCollum
Educational Administrator
U. S. Bureau of Prisons

The Federal Prison System is relatively small. Of the 450,000 people who are in prison on any given day in the United States, only 24,000 are in the Federal System. Most of them are men, 23,000, and approximately 1000 are women. The ethnic and racial composition is 60 percent white, including 11 or 12 percent who are of Hispanic origin, 40 percent Black, and 1 percent American Indians or other groups. The average age is 33 years. The time served is an average of 18 months. The reading level is roughly the seventh grade, and they function generally at about the ninth grade level. The system extends from coast-to-coast and border-to-border. Educational services are developed and provided by 500 valiant men and women, teachers and administrators, aided by community college and contract staff in the communities across the country.

One of the bright spots on the horizon is that the Bureau of Prisons has made a commitment to education and training. Under our immediate supervision is not only reading, writing and arithmetic, but, equally important, vocational training, recreation and leisure time activities, and social education (coping skills, parenting, child care - the kinds of fringe education areas that frequently are more important than some of the other basic programs). We provide opportunities ranging from literacy through postsecondary education, including as wide a range of vocational training as is humanly possible, given the constraints of space and budget. We offer in the neighborhood of five to nine vocational skill areas which we try to make relevant to the industrial operations in the prison. Our classes are small; many public school teachers would envy what we have -- the teacher student ratio is 1 to 10, 1 to 15 in vocational education and high school equivalency classes. Our programs are open-ended, multi-media; many are self-instructional, but always with a teacher to assist, to make sure that the student is going in the right direction.

We are receiving excellent help from curriculum experts in the Department of Education. We are starting to standardize our curriculum performance standards so that a welding course in one prison will be the same as a welding course in another prison, so that machine shop means the same here as it does over there. Our high school equivalency programs are already standardized. We provide opportunities for upwards of 5000 students a year to achieve the high school equivalency. Reading classes receive high priority. We have a reading specialist located in the central office in Washington who provides training to the class room teachers in the recognition of dyslexia and other learning handicaps. It sounds incredible, but frequently we find a student having trouble at age 40 because of a hearing impairment that was never diagnosed and handled as a learning handicap. We are sensitive to the special learning problems of people who feel rejected and out of place. We try not to confuse the need for punishment or imprisonment with the great opportunities for learning.

One of the most important developments is the establishment in ten states of separate school districts to serve the needs of the prison system in those states. The Federal System tries to serve as a model for the state prison systems. Some of the states are ahead of us, but we do serve as a model for most of the state systems. I was impressed with the "Last Clear Chance Doctrine" Judge Bazelon

mentioned earlier, and I think those of us who work in the Federal Prison System in education are enthusiastic, dedicated, and committed because we honestly feel, that in a world where meaningful work is becoming scarcer and scarcer, we have, perhaps, a true last clear chance to do something meaningful on a one-to-one basis with people.

Gordon C. Kamka
Secretary
Maryland Department of Public
Safety and Correctional Services

For those of you from Maryland, I want you to please note and take back to the State the fact that I sat on the right hand of Judge Bazelon this morning. Most people in Maryland place me to the left of Jane Fonda.

I want to start by telling you a short story about when I first took office. One of the things I did was to go to each of the 24 local jurisdictions, meet the sheriffs, meet the county commissioners, and tour the jails. Indeed that was completed within the first year. So I have been in all 24 jails in the State of Maryland. There are probably a couple of inmates who could make the same claim, but not many, I suspect. I was over on the Eastern Shore, which is very rural, and I had the opportunity to attend a meeting of church elders. They were having a discussion about a suggested purchase of a large chandelier for the congregation. One of the elders said, "I object to that purchase for a number of reasons. First of all, it's much too expensive for this congregation. Secondly, we have no one in the congregation to my knowledge that knows how to play it. And thirdly, what this church really needs is a big light." I think a lot us need big lights and little lights, and that has something to do with communications.

I am happy to be here today with educators to talk about corrections and education and how we might interface. However, I want to start by dispelling some of the myths that abound about corrections in this country.

We are told that we have four chores: First of all to protect the public. Obviously all we have to do is read Newsweek and Time magazines or live in one of our large cities to know that we don't do that very well.

Secondly, we are supposed to deter crime, and those of you who have any contact at all with European criminologist know that they laugh at us and say, "Do you mean deterrence is still part of the concept of criminal justice in your country?", because obviously, corrections does not deter. As a matter of fact, as I have heard this morning, 315,000 people were not deterred. Deterrence is effective only with the middle class population since they are not going to break the rules and regulations anyway.

The third thing that corrections is supposed to do is to punish, and I believe we do that very well in this country. Most people don't know the extent to which we punish, but those of us who work in our facilities certainly understand the depth of that punishment.

The last thing we are supposed to do is to rehabilitate. Yet, I have heard over the last five years,that rehabilitation does not work, and a more serious claim -- that rehabilitation is dead. I say to the people who make those claims that rehabilitation in this country has not even been tried. So how could it have failed? If you doubt that, I challenge you to look at any of the correctional budgets across this country. If you find any state that dedicates as much as fifteen percent of its budget to treatment services including education, let me know where that state is

because I would like to work there. They say that rehabilitation, including education and vocational education, is coddling criminals and that it is soft on crime. That charge is frequently made concerning our administration in Maryland. I like the comment of Steve Sachs, our Attorney General, who says that is nonsense, that this administration is not soft on crime but that it is indeed smart on crime.

A lot of people, especially newspaper reporters, seem to believe that Martians are involved in the commission of crime in this country. In fact, we all know that there are criminals who happen to be neighbors, friends, relatives, human beings, and Americans. Allen Breed even went so far as to call them citizens this morning. You have also frequently heard the charge that jails and prisons are country clubs, that they are posh. I haven't found that posh country club. I haven't found that nice jail or prison. I have been looking. I happened to be in one of our large southern states last week touring jails in contemplation of going to Federal Court. I toured four jails in two days, and these are perhaps the 15th and 16th jails that we have toured over the last six months in that southern state. You will be happy to know that they were absolutely consistent with the other tours, and the same as jails located in Virginia and Maryland. I did not find a single educational program and did not find a single vocational educational program in any of those places, so rest easy. We have a lot of work ahead of us!

We know that jails and prisons are brutal and brutalizing institutions. Most people believe that crime stops at the doorsteps of our jails and penitentiaries. But we know that is not so. It is easy to go into a town or state and pick out the most violent sections -- just show me the local jail or the state prison. Indeed, we all know from victimology studies that our jails and prisons are the most vicious, the most violent institutions that we can imagine. They indeed are colleges for crime and violence and that, by now, is a cliche.

The other myth relates to correctional education and vocational education as a luxury - that it's too expansive - that you're using my $13,000 that I could use to send my son or daughter to Harvard. If the offender had that option, I can assure you that the offender would exercise his option to attend Harvard rather than Lorton or the Maryland Penitentiary. What I try to point out to people is that virtually all offenders who are currently in our jails and prisons are coming out at some point in time. They are going to be, once again, our friends, our neighbors and our relatives. I think it is incumbent upon us in corrections to have something to say about the shape in which they return to our communities.

I recall in 1971 and 1972 while working as the superintendent of the Maryland Reception Center (the central intake point for all male offenders in the State of Maryland), we were doing educational testing and as part of the educational testing we administered various questionnaries. We found out over a two-year period (we're talking about approximately 10,000 offenders) that the average grade completed was eight and one half years; that our offender population was performing at the sixth grade level in mathematics and at the fifth grade level in reading. That led some persons to say that criminals obviously are dumb or stupid or imbeciles. As a matter of fact, using the educational testing materials that we had, and extrapolating from those statistics, we were able to find that the offender population had an IQ that was about low normal. It was interesting for me to receive similar results just a few months ago. In ten years these characteristics and profiles have not changed at all!

We talk about corrections as a change agent and change agency, and I believe that is a legitimate charge, although I don't see any way that we're going to correct all the ills of society. We are talking about a population that generally has failed or been failed by parents, church, schools and friends. Somehow our jails and prisons are expected to be panaceas, and we're supposed to turn social misfits into law abiding college graduates. As a matter of fact, the news media continues to search the various release programs that we've been involved in for the good criminals. They want to know: "Where are the good convicts? Where are the boy scouts? Where are the errant lawyers that we're supposed to be releasing?" And I say, "Folks, we don't have them. You have to remember that our clients are offenders. They are not errant boy scouts," and they seem surprised.

Yet, despite all of this, I do believe that there is a great deal of hope even in these fiscally austere years. We have been administering GEDs in jails and prisons perhaps as long as they have existed. You just heard the statistics about college graduates in the State of Maryland. We're happy about that. That is really our task, our chore, our challenge as I see it -- to provide voluntary programs. I believe they have to be voluntary if they are going to work, to allow behavior change to occur.

As I started with a short story, let me end with one. I was recently down at the Maryland Corrections Institute for Women in Jessup, and I decided to sit in on a Parole Commission Hearing that was taking place. I listened to a woman who was before the Parole Commission as they were talking about her sentence, how long she had been there and what she had done. She had served four years of an 8 year sentence during which she had gotten her GED. She was the third generation of unemployed. She talked about school and how that was a bit foreign to her at first but how she came to know it and to like it. She talked a little about work; she was on work release as a short order cook. She said that as a child in her home with her mother and grandmother, she had heard about this word "work" but she knew she wasn't going to like it. She had not experienced it from her mother or her grandmother, but she knew that she wasn't going to like it. And here she was just very happy in this short order cook's job looking forward to the day when she was going to be released and out working and continuing in that job. And, in fact, that has transpired over the last six months.

I'm really happy to be here with you this morning. I think it's long overdue that Corrections and Education start talking to each other and start networking. I think, indeed, we have much to discuss and do together.

John Erwin
Chaplain
Cook County Jail
President
Pace Institute, Inc.

There are some things I know, and some things I do not know. If I only knew at 50 what I thought I knew when I was 18, I would have conquered the world by now.

I know for example: What it is like to have been born into a family of 14 being number 13. What it is like to be a welfare child living off of the taxpayers. What it is like to see my mother ironing clothes crying; and to be crying myself for attention. To hear a knock on the door and see two police officers bring my older brothers in handcuffs; to hear them exchange words with my mother and hear them say that my brothers were going to jail.

What it is like to be taken from your home at six years of age, never to return. To have a five and six year old sister being sexually molested by a 50-year old man in the first foster home we lived in. What it is like to be in a kitchen at the table for the evening meal and hear my sister, then about seven years old, run in from a darkened living room shouting, "Auntie, Auntie, Uncle Frank just stuck his finger in me." What it is like to see this foster mother in fits of rage knock your sisters to the floor, kick and curse them, and grab the private parts of their bodies and threaten to rip them off if they didn't leave her husband alone. To feel that you are the dirty little kids, the filthy ones, because these things happened -- because the foster parents put their guilt on us.

What it is like to live in eight foster homes and four public institutions, two of which were juvenile correctional facilities. What it is like to stand before a judge at the age of 12 and be told that I would never make a satisfactory adjustment in life and would probably spend my life in institutions; and to have a sister who became a prostitute; to have most of my brothers and sisters go to a juvenile institution, jail, or the Indiana Reformatory at Pendleton, Indiana.

I also know what it is like to see my prostitute sister change, and hold a job with J.C. Penney's in the Accounting Department, supervising seven people. To see a brother leave the Indiana Reformatory and move to Fresno, California, and invent a milk filtering process and then manufacture it; and it is possible that some of the milk you recently drank was filtered through his process. To have another brother leave prison, join the Navy, and be killed in action in World War II. To see another brother become a repairman of electronic devices. And yet another brother operate for Metro Goldwyn Mayer their entire distribution of films and theater operations out of Indianapolis and the surrounding area.

I know, too that a very major reason that they made it, as well as myself, was because somewhere through the struggles, the pain, the setbacks, and the disappointments, there were people just like you, who had jobs and responsibilities to assist people like my family and like me -- they carried out their civic responsibilities -- and we made it.

The entrance to our prison system in the United States is through the jail system. Almost every county has a jail of some type. A few counties have consolidated so that a jail serves more than one county. Jails range from very small -- about five to ten people -- all the way to a few massive jails in large metropolitan areas such as Chicago, New York and Los Angeles. Cook County Jail in Chicago covers some 52 acres -- it has six complete units connected underground by long, massive tunnels; it keeps a daily population of 3500 to 5000 and has an annual turnover of 50,000 to 70,000.

It is estimated that approximately five million people pass through our nations' 4000 jails annually -- some of the five million are repeaters; however, there were still five million transactions counting police arrests, lock-ups, court processing, etc. -- a massive segment of our population.

Let me hasten to say that this number does not include all who should have been in jail. For example: Unpaid student loan offenses amounted to $732 million -- four times greater than all robberies in the nation in 1978. White collar crime amounts to $40 billion -- street crime $2.5 billion. Fraud committed by doctors, dentists, and pharmacists, is by far the largest rip-off in public welfare funds; however, the attention has been focused on the welfare mothers, not on the real criminal.

Only a few states provide any financial incentive to counties for jail programs, training of personnel, and education. These are Minnesota, Oregon, Kansas, and California. They make the largest financial incentive to their jails of some $55 million. Usually, legislatures at both federal and state levels ignore our 4000 jails -- thus they are legislated out of any financial or other aid. It costs approximately $2 billion each year to operate our jails with a price tag for any new construction of about 50 to 70 thousand dollars per bed.

Who, then, goes to jail? Usually the poor. Almost every offense has a bond attached to it. You must come up with ten percent of the total bond in cash. Property may be put up in lieu of cash, but with great difficulty. A search has to be made to be sure of the actual equity in the property, as well as to discover if there are liens or suits against the property. The poor, of course, have neither cash nor property. Usually they are between the ages of 17 to 25. They are undereducated -- many read at the fifth grade level or are functional illiterates (one out of every ten in Cook County Jail are total illiterates). It would seem obvious, then, that between 40-50 percent were unemployed at the time of their arrest -- and if they were employed, would have earned less than $1,000 in the year prior to their arrest.

I also know that through my 27 years of experience as well as having chaired four public hearings on education in our prisons and jails for the National Advisory Council on Vocational Education, of which I am a member -- that there is overwhelming evidence that education - both adult and vocational education - can promote a positive change in individual inmates. Hearings were held in late 1979 and early 1980 in Columbus, Ohio; Atlanta, Georgia; Huntsville, Texas; and San Francisco, California. There were some 90 witnesses, including ex-inmates, employers, teachers-both public and private, a judge, representatives of national organizations, and community-based organizations and legislators.

Some educators drive me up a tree -- or, more appropriately for a Chicagoan, up Sears Tower -- with their attitudes. I feel that we have degraded, demoralized, and reduced education to the concept that the process is only to teach that 2 + 2 = 4, C-A-T spells CAT -- when in fact, it is my personal opinion that education is probably the most effective tool available to start the process of attitudinal changes such as self-development, discovering ones personal worth, one's personhood, and the value of others. All of this is part of the process.

Some vocational educators drive me off the top of Sears Tower with their attitudes and their research when they try - mind you - try to evaluate the effectiveness of vocational education based on the premise that, if you go into the actual trade area for which you were trained, then vocational education is successful. If you don't go into that area, then vocational education is not successful.

The last thing I think that I know is this: I am a minister. I have been Chaplain for 27 years. I started a school in Cook County Jail -- But the way was through education -- particularly vocational education. I was a power lineman for the Hancock County Rural Electric Cooperative, and through this experience learned and discovered my self-worth.

Let those of you, then, who are employees of our government, wipe the fog from the lenses of your vision, and join with me and others in saying together that we serve humanity -- and part of humanity is the people in jail and in prison.

This is about all that I know. I am always willing, however, to learn more.

PART IV

APPENDICES

"Man must evolve for all human conflict a method that rejects, revenge, agression and retaliation. The foundation of such a method is love."

Martin Luther King

The Honorable David L. Bazelon is Senior Circuit Judge in the U.S. Court of Appeals for the District of Columbia Circuit. He was appointed to that Court in 1949 by President Harry S. Truman and served as Chief Judge from 1962-1978. Judge Bazelon is also the recipient of honorary degrees from six universities.

Secretary Terrell H. Bell was appointed as Secretary of Education by President Ronald Reagan on January 23, 1981. As Secretary of Education, Dr. Bell presides over 5600 employees and a budget in excess of 14 billion dollars. Prior to his cabinet appointment, he served as the Commissioner of Higher Education and Chief Executive Officer of the Utah State Board of Regents 1976-1980. Federal service, however, is not new to Dr. Bell. He served as U.S. Commissioner of Education and the Deputy Commissioner for School Systems in the U.S. Office of Education.

Allen F. Breed has been the Director of the National Institute of Corrections since 1978. His career includes the Directorship of the California Youth Authority (1967-1976), a visiting fellowship in the Office of Juvenile Justice and Delinquency Prevention (1976-1977), and a period as a Special Master, U.S. District Court, Rhode Island.

Osa D. Coffey has served as Project Director of the Corrections Program in the U.S. Department of Education since its inception in December 1980. Prior to that time and after ten years as a college professor, Dr. Coffey directed a number of national studies and demonstration projects for the American Correctional Association, and served as Director of Technical Assistance.

Reverend John Erwin is Founder and President of the Pace Institute, Inc., a private not-for-profit school for the inmates at the Cook County Jail in Chicago. He has been associated with the Cook County Department of Corrections for the past 27 years. Reverend Erwin is serving his second term on the National Advisory Council on Vocational Education and is the only member from the field of corrections on the Council. He recently chaired four national hearings on the status of vocational education in corrections. Reverend Erwin authored, The Man Who Keeps Going To Jail (1978).

Robert H. Fosen has been the Executive Director of the Commission on Accreditation for Corrections since 1974. The Commission accredits correctional programs and facilities nationwide. Prior to his current position, Dr. Fosen was the Assistant Commissioner of the New York State Department of Correctional Services (1971-1973).

Gordon C. Kamka was appointed by the Governor of Maryland in Jaunary 1979 to serve as Secretary of the Department of Public Safety and Correctional Services. As Secretary, Mr. Kamka has responsibility for more than 6000 employees and a budget in excess of $125 million. Prior to his current position, Secretary Kamka served as Warden of the Baltimore City Jail from 1973-1978, where he initiated a number of innovative programs and reforms.

Sylvia McCollum has been the Educational Administrator of the U.S. Bureau of Prisons since 1975. As Educational Administrator, she has responsibility for administering education programs for the 40 federal institutions and nine community treatment centers nationwide. Prior to that time, she was an education specialist in both the Office of Vocational and Adult Education, U.S. Office of Education, and the Department of Education, U.S. Bureau of Prisons.

Claiborne Pell, the Senior Senator from Rhode Island, has served in the U.S. Senate since 1961. He is the ranking Democrat on the Senate Education, Arts, and Humanities Subcommittee and the Senate Foreign Relations Committee. He has taken a leading role in eliminating the financial barriers to higher education through the Pell Grants, formerly known as the Basic Education Opportunity Grants. Senator Pell authored and introduced to the 96th Congress, Senate Bill 1373, "Federal Correctional Education Act," which would provide financial assistance to states for use in expanding educational programs in juvenile and adult correctional institutions.

Steven Steurer has been Title I Coordinator and resource teacher for the Maryland Department of Education, Correctional Education Branch, for the past three and one half years. He is currently Director of Region II and a member of the Executive Board of the Correctional Education Association. Prior to his employment with the Maryland Department of Education, Dr. Steurer was a classroom teacher for both Chicago and Washington, D.C. public schools. Dr. Steurer has done extensive writing on correctional education.

Anthony P. Travisono has been the Executive Director of the American Correctional Association since September of 1974. Prior to his current position, Mr. Travisono was Director of the Rhode Island Department of Corrections. He has written extensively on corrections and social welfare. He has taught in several universities and colleges and lectured throughout the United States.

NEW "CORRECTIONS DESK" IN THE U.S. DEPARTMENT OF EDUCATION

A "Corrections Program" within the Office of Vocational and Adult Education has been established by the Department of Education. The National Institute of Corrections has provided senior level staffing through a cooperative grant as their commitment to this new corrections initiative.

The overall goal of this joint effort is to increase the quality and quantity of education and training opportunities for adult and juvenile offenders. In order to reach this goal, the Corrections Program will initiate a variety of liaison, technical assistance and clearinghouse activities, including:

1. Coordinate existing ED funding programs which could benefit corrections.

2. Coordinate ED programs with those of other federal agencies such as the Departments of Labor, Justice, Health and Human Services, Housing and Urban Development, Veterans' Administration, and the Military Services.

3. Link corrections with existing, mandated resources currently being underutilized by facilitating coordination among correctional agencies, state and local agencies channelling federal funds, and the federal agencies listed above.

4. Prepare a directory of currently available federal funding programs for correctional education and training.

5. Work with State Departments of Education to increase their knowledge of and sensitivity to the needs of offenders.

6. Assist in the establishment of liaison between correctional education and other educational programs and systems.

7. Provide linkage between corrections and the National Center for Research in Vocational Education and regional Education Curriculum Centers to ensure better access for corrections to available skills packages and curricula.

8. Disseminate information to the field of corrections about relevant, successful, replicable programs and service delivery models.

9. Provide technical assistance in areas such as educational planning, program development and implementation, evaluation and research, and architectural design.

10. Serve as an information base in terms of pending federal education and training legislation.

11. Promote better training for correctional teachers.

12. Promote increased quality research in correctional education.

13. Work with the Commission on Accreditation for Corrections and the American Correctional Association to ensure the development of adequate standards for correctional education.

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